

<i>Literacy Weekly Plan-Adventure Stories</i> <i>Week 3 of 3</i>	<i>Year 2011</i>	<i>Term 2</i>	<i>Week beginning 26th March 2012</i>
<i>Speaking and Listening Objectives</i> Strand 3 Group discussion and interaction <ul style="list-style-type: none">Use the language of possibility to investigate and reflect on feelings, behaviour or relationships. Strand 4 Drama <ul style="list-style-type: none">Use some drama strategies to explore stories or issues.	<i>Reading objectives</i> Strand 7 Understanding and interpreting texts <ul style="list-style-type: none">Infer characters’ feelings in fiction and consequences in logical explanations.Explore how different texts appeal to readers using varied sentence structures and descriptive language. Strand 8 Engaging with and responding to texts <ul style="list-style-type: none">Share and compare reasons for reading preferences, extending range of books read.Empathise with characters and debate moral dilemmas portrayed in texts.Identify features that writers use to provoke readers’ reactions.		<i>Writing objectives</i> To understand the key features of an adventure story. To explore how adventure stories entertain the reader. To use a map as a way of planning an adventure story. To identify moments of tension and excitement. Strand 9 Creating and shaping texts <ul style="list-style-type: none">Make decisions about form and purpose; identify success criteria and use them to evaluate their own writing.Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved.Select and use a range of technical and descriptive vocabulary. Strand 10 Text structure and organisation <ul style="list-style-type: none">Signal sequence, place and time to give coherence.Group related material into paragraphs. Strand 11 Sentence structure and punctuation <ul style="list-style-type: none">Show relationships of time, reason and cause, through subordination and connectives.Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.Clarify meaning through the use of exclamation marks and speech marks. Strand 12 Presentation <ul style="list-style-type: none">Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.

Key Vocabulary: Audience, suspense, danger, mystery, atmosphere, mood, tension, excitement, quest

One	<p>Whole Class/introduction: Verbal Linguistic</p> <p>Over the next four days we are going to write our adventure story using the work we did last week as a starting point to read to class 4BD.</p> <p>Remind chn that in the beginning of the story we learn about the problem and it is important that this is clear here to tell us why the hero goes on the adventure. It is also when we introduce the character and the setting of the story.</p> <p>Begin model writing the opening of the story. After a few sentences stop and show chn page 2 of adventure stories week 2 smart nb. In order to keep our stories interesting we can vary the way we start our sentences, our sentence openers.</p> <p>Now continue model writing the opening discussing sentence openers that you have chosen.</p> <p>Blooms</p> <p>Remembering – write opening for an adventure story, by recalling ideas from familiar adventure stories Verbal Linguistic</p> <p>Understanding – write opening for an adventure story, recalling ideas from familiar adventure stories, explaining their choices and reorganising their ideas Verbal Linguistic</p> <p>Applying – write opening for their adventure story using a setting or character transferred from a story they know Verbal Linguistic</p> <p>Analysing – write an opening for an adventure story and appraise it using a prepared checklist Verbal Linguistic/ Logical Mathematical</p> <p>Evaluating – review a number of adventure story openings and rank them according to effectiveness, giving justifications for the ranking OR write an opening for an adventure story and create a checklist Verbal Linguistic/ Logical Mathematical</p> <p>Creating – write an original opening for an adventure story Verbal Linguistic</p>	<p>Activity/Differentiation</p> <p>Support, Core and Extension</p> <p>Chn to write the opening of their story, focusing on the first setting and what happens there. Self-evaluate their work.</p> <p>Intrapersonal</p> <p>Leave page 2 of smart nb to support children.</p> <p>TA: Work with core chn : share writing or pair writing.</p> <p>LST: To work with support group supporting with ideas and prompting.</p> <p>Teacher:Extension group.</p> <p>Verbal Linguistic</p> <p>Listen to some music as you write</p> <p>Musical/ Rhythmic</p> <p>Encourage children to write on alternate lines to help editing at end of the week.</p> <p>REMEMBER TO USE H/WORK FROM LAST WEEK ON ADJECTIVES WORD BANK, IF USEFUL.</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – one from understanding or applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Ask children to swap their books and plans. Peer assess the opening.</p> <p>Discuss any possible changes.</p> <p>Interpersonal/ Verbal Linguistic/ Logical Mathematical</p> <p>Ask children to think if their partner has used their plan.</p> <p>What suggestions and modifications could they make?</p> <p>If time allows share a few examples. Ask children to review using 2 stars and a wish.</p> <p>Discuss spellings homework on silent letters.</p>
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<p>Two</p>	<p><u>Sentence starter:</u> Children to write down as many different ways as possible of beginning a sentence. Add to the sentence openers page for use in the lesson.</p> <p><u>Whole Class/introduction:</u> Verbal Linguistic</p> <p>We are going to write the build up. Often when we read stories that children write, they often jump from one thing happening to another thing without explaining how it happened or why. Today we are going to focus on this.</p> <p>Review the last paragraph written yesterday, the setting and the very last thing that had happened. Review the plan and discuss what is happening next. Model the build up.</p> <p>Review the next part of the plan and ask chn for their help in linking the next paragraph.</p> <p>When modelling, discuss the use of dialogue to move the plot on. Include phrases to give more detail about the character, the action or the setting.</p> <p>Blooms</p> <p>Remembering – write build up for an adventure story, by recalling ideas from familiar adventure stories Verbal Linguistic</p> <p>Understanding – write build up for an adventure story, recalling ideas from familiar adventure stories, explaining their choices and reorganising their ideas Verbal Linguistic</p> <p>Applying – write build up for their adventure story using a setting or character or event transferred from a known story Verbal Linguistic</p> <p>Analysing – write build up for an adventure story and appraise it using a prepared checklist Verbal Linguistic/ Logical Mathematical</p> <p>Evaluating – review a number of adventure story build ups and rank them according to effectiveness, giving justifications for the ranking OR write a build up for an adventure story and create a checklist Verbal Linguistic/ Logical Mathematical</p> <p>Creating – write an original build up for an adventure story Verbal Linguistic</p>	<p>Activity/Differentiation</p> <p>Support, Core and Extension</p> <p>Chn to write the build of their story, focusing on the build up to the main event and self evaluate their work.</p> <p>Intrapersonal</p> <p>Tchr: Work with core/ ext chn / share writing/in pairs.</p> <p>Verbal Linguistic/ Interpersonal</p> <p>TA: To work with support group supporting with ideas and prompting. Have they used dialogue to move the plot on?</p> <p>Listen to some music as you write</p> <p>Musical/ Rhythmic</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – one from understanding or applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Ask children to swap their books and plans. Peer assess the story so far.</p> <p>Discuss any possible changes.</p> <p>Interpersonal/ Verbal Linguistic/ Logical Mathematical</p> <p>Ask children to think if their partner has used their plan.</p> <p>Have they used dialogue to move the plot on?</p> <p>If time allows share a few examples. Ask children to review using 2 stars and a wish.</p>
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<p>Three</p>	<p>Whole Class/introduction: Verbal Linguistic</p> <p>Explain that today they will be writing the climax of the adventure story. Discuss what climax means. (It's where the action takes place, the exciting bit where the goody takes on the baddy!)</p> <p>Using the class plan, model write the climax section of the myth. Highlight the powerful verbs in that section, what effect do they have?</p> <p>Spend 5 minutes with the children creating a class word bank of powerful verbs on the board for children to use in their writing.</p> <p>Focus now on the use of connectives. Have they been used to signal time, place or sequence? Edit the text with the children's ideas.</p> <p>Blooms</p> <p>Remembering – write climax for an adventure story, by recalling ideas from familiar adventure stories Verbal Linguistic</p> <p>Understanding – write climax for an adventure story, recalling ideas from familiar adventure stories, explaining their choices and reorganising their ideas Verbal Linguistic</p> <p>Applying – write climax for their adventure story using a setting or character or event transferred from a known story Verbal Linguistic</p> <p>Analysing – write climax for an adventure story and appraise it using a prepared checklist Verbal Linguistic/ Logical Mathematical</p> <p>Evaluating – review a number of adventure story climaxes and rank them according to effectiveness, giving justifications for the ranking OR write a climax for an adventure story and create a checklist Verbal Linguistic/ Logical Mathematical</p> <p>Creating – write an original climax for an adventure story Verbal Linguistic</p>	<p>Activity/Differentiation</p> <p>Support, Core and Extension</p> <p>Read their own openings and build-ups.</p> <p>Ask chn to write own adventure story climax referring to checklist on board at all times and self-evaluate their work.</p> <p>Extension: extend and improve by using appropriate connectives to signal time, place and sequence.</p> <p>Verbal Linguistic/ Intrapersonal</p> <p>Listen to some music as you write Musical/ Rhythmic</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – one from understanding or applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Share some climaxes that chn have written with the rest of the class.</p> <p>Are the action sequences exciting?</p> <p>Verbal Linguistic/ Interpersonal</p>
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<p>Four</p>	<p>Sentence starter: endings to stories. Mind map Visual Spatial different ways of ending a story. Give each table a selection of books to see how they end. (The final sentence). Bring back together and share ideas. Disucss how they don't tend to finish with 'THE END' and any surprises they have had.</p> <p>Whole Class/introduction: Verbal Linguistic</p> <p>Model write the resolution and ending of the story. Continue to focus on sentence structure and creating atmosphere and tension. Remind chn of how authors achieve this.</p> <p>When finished review the success criteria for writing adventure stories on page __of smart nb. Review modelled story and look for areas of improvement.</p> <p>Blooms</p> <p>Remembering – write resolution and ending for an adventure story, by recalling ideas from familiar adventure stories Verbal Linguistic</p> <p>Understanding – write resolution and ending for an adventure story, recalling ideas from familiar adventure stories, explaining their choices and reorganising their ideas Verbal Linguistic</p> <p>Applying – write resolution and ending for their adventure story using a setting or character or event transferred from a known story Verbal Linguistic</p> <p>Analysing – write resolution and ending for an adventure story and appraise it using a prepared checklist Verbal Linguistic/ Logical Mathematical</p> <p>Evaluating – review a number of adventure story resolution and endings and rank them according to effectiveness, giving justifications for the ranking OR write a resolution and ending for an adventure story and create a checklist Verbal Linguistic/ Logical Mathematical</p> <p>Creating – write an original resolution and ending for an adventure story Verbal Linguistic</p>	<p>Activity/Differentiation</p> <p>Support, Core and Extension Chn to write the resolution and ending of their story and self-evaluate their work. Verbal Linguistic/ Intrapersonal</p> <p>Tchr: Work with core/ext chn : share writing/in pairs. TA: To work with support group supporting with ideas and prompting.</p> <p>Listen to some music as you write Musical/ Rhythmic</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – one from understanding or applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Explain to children that we are going to review our stories.</p> <p>First we are going to review them ourselves and then we are going to review them as a reader.</p> <p>Use the assessment sheet Intrapersonal/ Interpersonal</p> <p>Discuss and feedback.</p> <p>Complete any editing ready for reading to 4BD next week.</p>
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<i>Guided Reading Day</i>	
<i>Homework</i>	